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AUTHOR Auerbach, Sonia; Werner, Claire
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ABSTRACT

This collection of competency statements deals with the reading, writing, and mathematics skills that youth participating in Job Training Partnership Act (JTPA) programs should develop. Addressed in the individual sections of the volume are the following basic skill areas: gaining proficiency in elementary reading, developing the ability to read effectively, learning to communicate ideas in written English, gaining a knowledge of fundamental mathematics, and understanding customary standards of measure. The sections of the guide include subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. (MN)

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BASIC EDUCATION COMPETENCIES

FOR JTPA YOUTH

LOS ANGELES UNIFIED SCHOOL DISTRICT
Manpower Development Program, Central Office
1320 West 3rd Street
Los Angeles, CA 90017

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PREFACE

The Basic Education Competencies are presented if five competency statements, or goals, shown in three sections as follows:

Section 1: READING

(1) Proficiency in elementary reading.

(2) Ability to read effectively.

WRITING SKILLS

(3) Ability to communicate ideas in written English.

MATH SKILLS

(4) Knowledge of fundamental mathematics.

(5) Understanding of customary standards of measure.

Each competency statement is further developed by several "indicators" or performance objectives. Indicators are then defined by "benchmarks" statements which are specific tasks. The benchmark, or task, is followed by an assessment statement which establishes the criteria that qualifies as the attainment of the indicator, (performance objective).

SELECTION OF THE COMPETENCIES

The Basic Education Competencies have been selected to reflect the academic skill level a participant must have in order to effectively participate in vocational training. These competencies do not describe the reading, writing or math skills that are taught within specific occupational training programs. These competencies do not reflect the full range of learning opportunities available to a student enrolled in typical basic education program. Achievement of the attached Basic Education Competency enables a participant to (1) further develop his basic skills in relation to a specific vocation, (2) effectively learn a

trade which results in job placement, and (3) provides the trainee functional literacy.

VALIDATION

Validation of the attached material has been achieved by a consensus opinion of Los Angeles Unified School District Skills Center's instructional staff, careful review of each of the Skills Center's vocational training programs, and assessment of pre-test results of youth entering occupational training programs. Evaluation of this information provided the basis for selection of Basic Education Competencies.

ACKNOWLEDGEMENTS

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The materials contained in this Manual were developed by Sonia Auerbach with the assistance of Claire Werner as part of the school District's Contract with the City of Los Angeles and the State of California.

Bernardo R. Sandoval, Director
Manpower Program Development
August, 1984

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SECTION I

READING

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee demonstrates visual letter discrimination and visual letter memory.

ASSESSMENT:

(1) Given a worksheet with several lines of various letters, the trainee,

- circles letters that are the same.

(2) Given a worksheet with several lines of same letters, the trainee,

- circles the letters that are different.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee orally reads the alphabet.

ASSESSMENT: The trainee:

(1) names the letters correctly.

(2) verbally identifies the consonants and vowels.

(3) pronounces the consonants and vowels providing the correct sound for each letter.

(4) pronounces the long and short sounds for each vowel.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee writes the alphabet.

ASSESSMENT: The trainee has correctly written the alphabet. He underlines the consonants and circles the vowels.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee is able to discriminate between like and unlike sounds.

ASSESSMENT: The trainee listens to a tape of letter sounds. He identifies each sound by writing the letter. He further identifies the sounds that are alike.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee demonstrates the ability to recognize and pronounce letter sounds.

ASSESSMENT: Given a list of words, the trainee provides one or more rhyming words for each word.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee pronounces initial and final sounds of words.

ASSESSMENT:

(1) The trainee is able to identify beginning consonant scunds. The trainee listens to instructor orally read words. The trainee writes the letter/letters for the sound he hears at the beginning of each word.

(2) The trainee is able to identify ending consonant sounds. The trainee listens to instructor orally read words. The trainee writes the letter/letters for the sound he hears at the end of each word.

(3) Given a selected list of words, the trainee, is able to join the identified words to a consonant to form new words.

Example: Put m with eat and you have meat.
Put c with all and you have ____.

COMPETENCY AREA:	Basic Education: Reading
COMPETENCY STATEMENT:	The trainee demonstrates proficiency in elementary reading.
INDICATOR:	The trainee uses phonetic analysis to read words.
BENCHMARK:	The trainee recognizes the various sounds for the letters "c" and "g".
ASSESSMENT:	The trainee orally reads words demonstrating the correct use of the sounds for the letters "c" and "g".

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee identifies vowel sounds.

ASSESSMENT: Given one page of a newspaper, or other written material, the trainee identifies vowel sounds in words. The instructor will determine which vowel sounds the trainee is to locate.

Example: Find the following vowel sounds, then list the words you find under the correct vowel.

long "a"	short "u"	long "e"
make	hut	evening
able	cutter	meter

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee is able to recognize various vowel sounds.

ASSESSMENT: The trainee:

(1) identifies long and short vowels in words.

(2) listens to spoken words, then writes the vowel sounds he has heard.

(3) verbalizes the vowel sounds to include both long and short sounds.

(4) given a list of words, is able to change the word by changing or adding consonants.

Example: cat mat bat

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee demonstrates an understanding of controlled vowels.

ASSESSMENT: The trainee correctly reads words using vowels followed by the consonant "r".

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee demonstrates an understanding of the function of "e" at the end of a word.

ASSESSMENT:

(1) The trainee states the following vowel rule:

When one syllable words end in "e", the vowel before the "e" is usually long and the "e" is silent.

(2) Given a list of sentences, the trainee underlines the correct word form, which reflects the application of the above rule.

Example: Sam (at, ate) the ham.

(3) Given a list of one syllable words, of which one word ends in "e", the trainee writes a sentence for each word.

Example: hat/hate, dim/dime, hop/hope, us/use

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee recognizes vowel digraphs

ASSESSMENT:

(1) The trainee identifies the vowel rule:

When words have two vowels together, the first vowel is usually long and the second is silent.

OR,

When two vowels go walking, the first one does the talking.

(2) The trainee writes word lists using words with each of the following digraphs:

oa ai ea ee

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee correctly reads words using a consonant digraph.

ASSESSMENT:

(1) The trainee identifies the following rule:

A consonant digraph is a combination of two or three consonants in which one or more of the consonants has no sound.

(2) Given a list of sentences,

a) where the word using a consonant digraph is underlined, the trainee crosses out the silent letter/letters.

Example: We do not see the stop sign.

b) where one word is incomplete, the trainee selects and writes the correct digraph.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT. The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee recognizes silent letter patterns.

ASSESSMENT: The trainee orally reads words demonstrating the correct use of the following silent letter patterns:

(1) consonant digraph

(2) the silent "L"

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee is able to put two consonants together and make a new sound.

ASSESSMENT:

(1) The trainee listens to words being read. He identifies initial and final consonant blends.

(2) The trainee orally reads words using the following initial consonant blends:

br/cr/dr/fr/gr/pr/tr/bl/cl/sl/gl/pl/fl/kn/wr/qu/sc/sk/sm/sp/st/sw/tw

(3) The trainee orally reads words using the following final consonant blends:

-gh/-ten/-ck/-nk/-sk/-sp/-st

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee uses phonetic analysis to read words.

BENCHMARK: The trainee is able to identify and read consonant blends.

ASSESSMENT: Given a list of sentences, with an incomplete word in each sentence, the trainee will select and write the correct three-letter consonant cluster from a set of pre-determined consonant clusters.

Example: shr spl str thr nch scr

"She gave a loud _____eam."
"He fell into the water with a big _____ash".

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee demonstrates the ability to identify and use word forms to expand functional vocabulary.

BENCHMARK: The trainee is able to identify and form plural words.

ASSESSMENT:

(1) Given two lists of words, the trainee matches the singular form of the word to the correct plural form.

(2) Given a list of words, the trainee provides, in writing, the correct plural form of the word.

(3) Given a list of plural words, the trainee reads and correctly pronounces the plural word form.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee demonstrates the ability to identify and use word forms to expand functional vocabulary.

BENCHMARK: The trainee recognizes and understands the meaning of possessive word forms.

ASSESSMENT:

(1) Given a list of personal nouns, the trainee is able to convert the word forms into possessive form.

(2) Given a list of sentences the trainee circles the possessive word form.

(3) Given a list of incomplete sentences, the trainee provides the correct possessive word form where it is appropriate.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee demonstrates the ability to identify and use word forms to expand functional vocabulary.

BENCHMARK: The trainee reads sentences using various contractions.

ASSESSMENT:

(1) Given a set of sentences, the trainee circles contractions.

(2) The trainee matches word pairs to the correct contraction.

(3) The trainee substitutes the appropriate contraction for underlined words in a selected segment of written material.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee demonstrates the ability to identify and use word forms to expand functional vocabulary.

BENCHMARK: The trainee demonstrates the ability to identify and define the meaning of various prefixes and suffixes.

ASSESSMENT:

(1) Given a list of selected words, the trainee circles either a prefix or suffix for each word.

(2) Given a selected list of prefixes and suffixes, the trainee provides the correct meaning.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee demonstrates the ability to identify and use word forms to expand functional vocabulary.

BENCHMARK: The trainee identifies and forms compound words.

ASSESSMENT:

(1) Given a list of sentences, the trainee underlines compound words.

(2) Given a segment of written material, the trainee locates and lists, in writing, the compound words.

(3) Given two list of selected words, the trainee forms, in writing, compound words from the lists.

(4) Given a list of compound words, the trainee provides the meaning for each word.

(5) The trainee is able to verbally form sentences using compound words.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee demonstrates the ability to identify and use word forms to expand functional vocabulary.

BENCHMARK: The trainee is able to recognize and define various abbreviations.

ASSESSMENT: Given an employment classified section of the newspaper, the trainee:

(1) selects abbreviated words, and provides the full word and word meaning.

(2) rewrites the advertisement, using full words.

(3) The trainee is able to identify and define abbreviated words on pay stubs, maps, and other vocational instructional material as selected by the instructor.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee has a functional sight reading vocabulary.

BENCHMARK: The trainee demonstrates the ability to read and comprehend the words on the DOLCE WORD LIST.

ASSESSMENT:

(1) The trainee orally reads each word on the DOLCE WORD LIST correctly.

(2) The trainee forms an appropriate sentence using words selected from the DOLCE WORD LIST.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee has a functional sight reading vocabulary.

BENCHMARK: The trainee demonstrates the ability to read and comprehend the words on the FRY INSTANT WORD LIST.

ASSESSMENT:

(1) The trainee orally reads each word on the FRY INSTANT WORD LIST.

(2) The trainee forms an appropriate sentence for words selected from the FRY INSTANT WORD LIST.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee has a functional sight reading vocabulary.

BENCHMARK: The trainee develops his own sight reading word list.

ASSESSMENT: The trainee has identified words from the following:

(1) terminology used in his course of instruction.

(2) terminology used in safety signs, and signs of instruction.

(3) days of the week, names of holidays, and names of local places or businesses.

Instructor's approval indicates completion.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee is able to increase his functional vocabulary.

BENCHMARK: The trainee identifies various synonyms, antonyms, and homonyms.

ASSESSMENT:

(1) The trainee defines the terms:

a) Synonym
b) Antonym
c) Homonym

(2) Given two lists of selected words, the trainee correctly matches words with similar meaning.

(3) Given lists of selected words, the trainee circles the words that have opposite meaning.

(4) Given lists of selected words, the trainee circles the words that sound alike, but have different meaning.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee is able to increase his functional vocabulary.

BENCHMARK: The trainee demonstrates the ability to use context clues to identify the meaning of various words.

ASSESSMENT: Given a paragraph with selected words underlined, the trainee chooses from several possible definitions, the correct word meaning.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee is able to increase his functional vocabulary.

BENCHMARK: The trainee demonstrates the ability to use his reading vocabulary.

ASSESSMENT: The trainee completes a paragraph by filling in the missing words.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee demonstrates proficiency in elementary reading.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: The trainee identifies various features of printed materials.

ASSESSMENT: The trainee identifies the following:

(1) table of contents

(2) preface

(3) index

(4) glossary

(5) appendix

(6) bibliography

(7) copyright page

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: The trainee demonstrates the ability to use various features of printed materials.

ASSESSMENT: The trainee successfully completes assignments which demonstrate the use of:

(1) a table of contents.

(2) the index of a book.

(3) a word glossary in a book.

(4) a bibliography.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: The trainee demonstrates the ability to alphabetize words.

ASSESSMENT: Given a list of words, the trainee writes words in correct alphabetical order.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: The trainee demonstrates his ability to use a dictionary to obtain information.

ASSESSMENT: Given a selected list of words, the trainee uses the dictionary to provide the following:

(1) word meanings.

(2) word origin.

(3) division of word by syllable.

(4) pronunciation of words.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: The trainee demonstrates his ability to use a dictionary effectively.

ASSESSMENT: Given a written passage, with selected underlined words, the trainee uses the dictionary and identifies the correct definition for the word in context.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: The trainee demonstrates the ability to read a local map.

ASSESSMENT: Given a local map, the trainee will locate:

(1) selected places.

(2) interpret the map legend.

(3) identify a route from on location to another.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee is able to use reference sources.

BENCHMARK: As related to his vocational training program, the trainee demonstrates his ability to interpret graphs, charts, or diagrams.

ASSESSMENT: The trainee will demonstrate the correct use of graphs, charts, or diagrams as applied to his vocational course of study.

Instructor's approval indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee reads written passages aloud.

ASSESSMENT: Instructor's evaluation indicates successful completion.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee is able to identify various details in selected written material.

ASSESSMENT: Given a list of questions about the written material, the trainee provides correct responses.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee demonstrates successfully his ability to recall information from what he has read.

ASSESSMENT: The trainee is able to put in sequence various pieces of information from selected written material.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee identifies the main idea in a paragraph.

ASSESSMENT: The trainee successfully paraphrases the content and meaning of selected written passages.

Instructor's approval indicates successful completion.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee distinguishes between fact and fantasy in selected written material.

ASSESSMENT: The trainee identifies statements of fact and statements of fantasy.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee demonstrates the ability to read and comprehend the daily newspaper.

ASSESSMENT: Evaluation criteria includes the following:

The trainee is able to:

(1) identify the various sections of the paper.

(2) reads articles and demonstrates an ability to draw inferences as to meaning, motive, and underlying philosophy.

(3) demonstrates an ability to obtain information about a selected incident occurring in the news.

(4) identifies a particular event that is to occur in the community, to include when, where, and what time.

Instructor's evaluation indicates successful completion.

COMPETENCY AREA: Basic Education: Reading

COMPETENCY STATEMENT: The trainee has the ability to read effectively.

INDICATOR: The trainee comprehends written passages.

BENCHMARK: The trainee demonstrates the ability to follow written instructions.

ASSESSMENT: During vocational training, the trainee successfully follows written instructions when:

(1) taking exams.

(2) using equipment.

(3) following classroom procedures.

(4) observing classroom rules.

(5) reading safety signs.

(6) completing classroom assignments.

(7) completing forms such as employment applications, school forms, and work forms.

SECTION II

WRITING SKILLS

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs.

ASSESSMENT: Given a set of sentences, the trainee is able to identify parts of speech.

Instructor's evaluation indicates approval.

COMPETENCY AREA:	Basic Education: Writing Skills
COMPETENCY STATEMENT:	The trainee will have the ability to communicate ideas in written English.
INDICATOR:	The trainee is able to write Standard English sentences using correct grammar and sentence structure.
BENCHMARK:	The trainee identifies and writes sentences demonstrating the appropriate use of nouns.
ASSESSMENT:	Given a set of sentences, the trainee underlines the noun. Given a set of sentences where the noun is omitted, the trainee provides an appropriate noun. The trainee writes sentences demonstrating the correct use of nouns.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies and writes sentences using the correct verb.

ASSESSMENT: Given a set of sentences, the trainee underlines the verb.

Given a list of verbs, the trainee provides the present, past, and future tense of the verb.

Given a set of sentences where the verb tense is incorrect, the trainee provides the correct tense of the verb.

Given a list of verbs, the trainee writes a sentence utilizing each verb in present, past, and future tense.

Given a set of sentences, the trainee identifies the verb, and the tense of the verb.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee writes sentences using the correct pronoun.

ASSESSMENT: The trainee identifies the various pronoun forms to include:

(1) personal (subject form: I, you, he, she, it, we, etc.)

(2) personal (object forms: me, you, him, her, it, etc.)

(3) possessive (my, your, his, her, its, our, etc.)

(4) indefinite (all, any, both, each, few, etc.)

(5) reflexive (myself, yourself, herself, etc.)

(6) interrogative (who, what, which, etc.)

(7) demonstrative (this, that, these, etc.)

(8) relative (which, that, who, whose, etc.)

The trainee writes sentences demonstrating the use of the various types of pronouns.

The trainee writes sentences in which the pronoun agrees with its antecedent in person, number, and gender.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies and writes sentences using adjectives correctly.

ASSESSMENT: Given a set of sentences, the trainee underlines the adjective.

Given a set of sentences, the trainee inserts an appropriate adjective in the blank space preceding the noun.

The trainee writes sentences demonstrating the correct use of adjectives.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies and writes sentences using adverbs correctly.

ASSESSMENT: Given a set of sentences, the trainee underlines the adverb.

Given a set of sentences, the trainee inserts an appropriate adverb to modify a verb or verb phrase.

The trainee writes sentences demonstrating the correct use of adverbs.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies and writes sentences with subject and verb agreeing in number and person.

ASSESSMENT: Given a set of sentences, the trainee underlines the subject and verb.

Given a set of incomplete sentences, the trainee adds the correct subject and verb.

Given a set of sentences in which the subject or verb is incorrect, the trainee corrects and inserts the appropriate word form.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies and writes sentences using structure words.

ASSESSMENT: The trainee identifies preposition, connectives, and interjections.

The trainee writes sentences demonstrating the correct use of prepositions, connectives, and interjections.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee identifies and writes various types of sentences.

ASSESSMENT: Given a set of sentences, the trainee identifies declarative, interrogative, and imperative sentences.

The trainee writes sample sentences in the following sentence forms:

(1) declarative sentence

(2) interrogative sentence

(3) imperative sentence

(4) exclamatory sentence

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee writes sentences legibly and accurately.

ASSESSMENT: The trainee writes sentences clearly and legibly in cursive handwriting.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee is able to correct a rambling sentence.

ASSESSMENT: Given a set of "rambling" sentences, the trainee rewrites each sentence as two or more sentences.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences using correct grammar and sentence structure.

BENCHMARK: The trainee corrects "repetitive" sentences.

ASSESSMENT: Given a set of "repetitive" sentences, the trainee rewrites each sentence, taking out any words, phrases, or clauses used to express ideas that have already been expressed.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee writes sentences demonstrating the correct use of possessive nouns.

ASSESSMENT: Given a list of nouns, the trainee provides the correct possessive form.

The trainee writes a sentence using the possessive form of the noun.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee writes sentences demonstrating the correct use of plural forms.

ASSESSMENT: Given a list of singular nouns, the trainee provides the correct plural form.

The trainee writes a sentence using the plural form of the noun.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK The trainee demonstrates the correct use of capital letters.

ASSESSMENT: Given a set of sentences, the trainee identifies words that must be capitalized, including the following:

(1) Capital letters at the beginning of sentences.

(2) Capital letters in direct quotations.

(3) Capital letters in names of people.

(4) Capitalizing the personal pronoun "I".

(5) Capital letters in titles of people.

(6) Capital letters in titles of relatives.

(7) Capital letters in names of days, months, and holidays.

(8) Capital letters in abbreviations of days and months.

(9) Capital letters in names of streets and highways.

(10) Capital letters in place names.

(11) Capital letter in ZIP code abbreviations (Example: California, CA)

(12) Capital letters in abbreviations of time.

(13) Capital letters in abbreviations of academic degrees.

(14) Capital letters in names of buildings and geographical features.

(15) Capital letters in titles, names of organizations, historical references, names of ships, planes, and trains.

(16) Capital letters in brand names, names of monuments, names of school subjects, names of languages and nationalities, and proper adjectives.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the correct use of underlines.

ASSESSMENT: Given a set of sentences, the trainee adds underlines appropriately to include the use of underlines as follows:

Titles of books, periodicals, movies, plays, television programs, paintings, or long musical compositions.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the correct use of hyphens.

ASSESSMENT: Given a set of sentences, the trainee adds hyphens appropriately to include the use of of hyphens as follows:

(1) Use of hyphens in compound numbers from twenty-one to ninety-nine

(2) Use of a hyphen in a fraction that is used as an adjective.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the correct use of colons.

ASSESSMENT: Given a set of sentences, the trainee adds colons appropriately to include the use of colons as follows:

(1) Colons before lists.

(2) Colons in the expression of time.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the correct use of apostrophes.

ASSESSMENT: Given a set of sentences, the trainee adds apostrophes appropriately to include the use of apostrophes as follows:

(1) Apostrophes in possessive nouns.

(2) Apostrophes in contractions.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the correct use of quotation marks.

ASSESSMENT: Given a set of sentences, the trainee adds quotation marks appropriately to include the use of quotation marks as follows:

(1) Quotation marks with titles.

(2) Quotation marks with direct quotations.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the correct use of commas.

ASSESSMENT: Given a set of unpunctuated sentences, the trainee adds commas appropriately to include the use of commas in the following English forms:

(1) Dates.

(2) Place names and addresses.

(3) Commas in a series.
(Example: I'm serving salad, rye bread, soup, and apple wedges for lunch.)

(4) Commas between adjectives.

(5) Commas with interrupters.
(Example: Your new clothes, incidentally, are very stylish.)

(6) Commas with introductory Yes and No.

(7) Commas with interjections.

(8) Commas in compound sentences.

(9) Commas with participle phrases.

(10) Commas with introductory adverb clauses.

(11) Commas with nonrestrictive adjective clauses.

(12) Commas with transitional words and phrases.

(13) Commas with abbreviations.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee demonstrates the use of periods in abbreviations.

ASSESSMENT: Given a set of sentences, the trainee adds periods where appropriate.

Example: We are assisting Mr Harris and Ms Yamato

Correct use of periods is as follows:

We are assisting Mr. Harris and Ms. Yamato.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct punctuation, capitalization, possessives and plural forms.

BENCHMARK: The trainee writes sentences demonstrating the correct use of various forms of end punctuation.

ASSESSMENT: The trainee writes sentences using:

(1) periods.

(2) question marks.

(3) exclamation marks.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee applies basic spelling rules.

ASSESSMENT: Given a list of misspelled words, the trainee provides the correct spelling.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee demonstrates the appropriate use of the word forms of "do", "does", "don't", and "doesn't".

ASSESSMENT: Given a set of sentences containing a choice between two word forms, the trainee selects the verb form that agrees with the subject noun or pronoun of the sentences.

Following this process, the trainee writes the sentences.

The trainee demonstrates the appropriate use of the words do, does, don't, and doesn't in his written assignments as related to his basic education assignments, and his vocational training class work.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee writes sentences utilizing words that are appropriate to the meaning of the sentence.

ASSESSMENT: Instructor evaluation of trainee's written assignments, reflect instructor's approval of proper word choice.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee demonstrates the ability to express and support a point of view in writing.

ASSESSMENT: Given the assignment to write a paragraph about his reasons for seeking employment in a particular vocational occupation, the trainee clearly states:

(1) the occupation for which he is seeking employment.

(2) justifies his ability to do the job.

(3) identifies one or more reasons that employment in that occupation is desirable.

Instructor evaluation indicates successful completion of assignment. (Note: other topics may be selected by the instructor.)

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee demonstrates the ability to take accurate notes during verbal presentations.

ASSESSMENT: Instructor's evaluation of trainee's notes during in class verbal presentations reflect instructor's approval.

The trainee spells vocational terminology correctly.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee demonstrates the ability to write clear instructions so they can be understood by others.

ASSESSMENT: Given the assignment to write messages to co-workers, trainee's statements are easily understood. Instructor's evaluation indicates approval.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee completes vocational training written assignments and exams demonstration the correct spelling of vocational terminology.

ASSESSMENT: Instructor's approval indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee is able to write Standard English sentences with correct word choice and spelling.

BENCHMARK: The trainee completes employment applications completely and accurately.

ASSESSMENT: Instructor's evaluation indicates satisfactory completion, to include:

(1) responses to questions relate to the questions asked.

(2) there are no misspelled words.

(3) appropriate capitalization.

(4) writing is ledgible and neat.

(5) information provided is complete, including full names, addresses, zip codes, and phone numbers.

(6) responses are coherent.

COMPETENCY AREA:	Basic Education: Writing Skills
COMPETENCY STATEMENT:	The trainee will have the ability to communicate ideas in written English.
INDICATOR:	The trainee is able to write Standard English sentences with correct word choice and spelling.
BENCHMARK:	The trainee demonstrates the ability to use the dictionary.
ASSESSMENT:	Given a list of misspelled words, the trainee corrects the spelling using the aid of a dictionary. The trainee demonstrates a willingness to use the dictionary while working on writing assignments. Given a list of words, the trainee uses a dictionary of synonyms and homonyms to locate words with similar meaning and/or sounds alike but has a different meaning. Given a list of words, the trainee uses the dictionary to provide definitions.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee demonstrates the ability to organize ideas into coherent paragraphs.

BENCHMARK: The trainee writes a paragraph describing his vocational training program.

ASSESSMENT: Instructor's approval indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee demonstrates the ability to organize ideas into coherent paragraphs.

BENCHMARK: The trainee writes a paragraph or more, describing his employment objective and further identifies his employment aspirations for the future.

ASSESSMENT: Instructor's evaluation indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee demonstrates the ability to organize ideas into coherent paragraphs.

BENCHMARK: The trainee writes a letter inquiring about job openings in a given company.

ASSESSMENT: Instructor's evaluation indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Writing Skills

COMPETENCY STATEMENT: The trainee will have the ability to communicate ideas in written English.

INDICATOR: The trainee demonstrates the ability to organize ideas into coherent paragraphs.

BENCHMARK: The trainee writes a personal business letter.

ASSESSMENT: Consensus opinion of instructor and class members determines one or more types of personal business letters most useful to the trainee.

The trainee writes one or more personal business letters. Instructor's approval indicates satisfactory completion.

Examples of Personal Business Letters:

(1) Letter requesting about a billing error.

(2) Letter requesting a loan from a bank.

(3) Letter requesting a recommendation from an employer.

(4) Letter inquiring about admission into school.

(5) Letter expressing a complaint about an item purchased at a store.

(6) Letter of introduction to accompany a resume.

(7) Letter inquiring about job openings.

SECTION III

MATH SKILLS

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee demonstrates the ability to name and write whole numbers.

ASSESSMENT: The trainee:

(1) orally reads selected numerals from one to a trillion.

(2) listens to selected numerals from one to a trillion verbally read, and responds by writing correctly the number which was stated.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee rounds whole numbers.

ASSESSMENT: The trainee correctly rounds numbers to the nearest:

- ten
- hundred
- thousand
- ten thousand
- hundred thousand
- million
- billion
- trillion

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee identifies math symbols.

ASSESSMENT: The trainee labels math symbols as follows:

\+ plus, used in addition.

\- minus, used in subtraction.

= equals, indicates the answer.

X times, used in multiplication.

÷ divided by, used in division.

/ divide, used in division.

. decimal point.

% indicates percentage

$\frac{0}{0}$ two numbers with a line dividing them indicates a fraction.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee identifies the parts of addition and subtraction problems.

ASSESSMENT: The trainee correctly labels each part of an addition problem and a subtraction problem utilizing the following terms:

- addend
- sum
- subtrahend
- minuend
- difference

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee adds and subtracts whole numbers.

ASSESSMENT: The trainee completes math problems which validate his ability to correctly add and subtract numbers in one, tens, hundreds, and thousands.

COMPETENCY AREA:	Basic Education: Math Skills
COMPETENCY STATEMENT:	The trainee has knowledge of fundamental arithmetic.
INDICATOR:	The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.
BENCHMARK:	The trainee identifies the parts of a multiplication problem.
ASSESSMENT:	The trainee identifies the multiplier, multiplicand, partial products, and product.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee multiples whole numbers.

ASSESSMENT: The trainee correctly completes a times table chart, which includes multiplication tables from zero to twelve.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee multiplies one-, two-, and three- place numbers by one- and two- place multipliers.

ASSESSMENT: The trainee correctly completes multiplication problems.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee identifies the parts of a division problem.

ASSESSMENT: The trainee identifies the divisor, dividend, quotient, and remainder.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee divides one-, two-, and three- place dividends by one- and two- place divisors.

ASSESSMENT: The trainee correctly completes division problems.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee solves word problems involving fundamental mathematical processes.

ASSESSMENT: Given word problems involving math computations of addition, subtraction, multiplication, and division, the trainee correctly completes problems.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations of addition, subtraction, multiplication, and division.

BENCHMARK: The trainee demonstrates his ability to effectively use a calculator in the solution of fundamental mathematical problems.

ASSESSMENT: Given word problems involving math computations of addition, subtraction, multiplication, and division, the trainee utilizes a calculator correctly and completes problems with 100% accuracy.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee distinguishes between "even" and "odd" numbers.

ASSESSMENT: Given a set of numbers, the trainee circles "even" numbers and underlines "odd" numbers.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee identifies the parts of a fraction.

ASSESSMENT: Given a set of common fractions, the trainee correctly labels the numerator and the denominator.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee identifies equivalent fractions.

ASSESSMENT: Given a set of common fractions, the trainee correctly circles fractions that are equivalent to each other.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee expresses fractions in the lowests terms.

ASSESSMENT:

(1) Given a set of fractions, the trainee correctly divides the numerator and denominator of the fraction by the largest number that can be divided exactly into both.

(2) Given a set of fractions, the trainee factors and uses the multiplicative identity to correctly express fractions in the lowest terms.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee identifies proper fractions, improper fractions, and mixed numbers.

ASSESSMENT: Given a set of fractions and mixed numbers, the trainee categorizes fractions as proper, improper, and mixed numbers.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee changes an improper fraction to a whole number or a mixed number. The trainee changes a mixed number to its simplest form.

ASSESSMENT: The trainee correctly:

(1) changes and improper fraction to a whole number or a mixed number by:

a) dividing the numerator by the denominator.

b) writing the remainder, if any, as a fraction expressed in lowest terms.

(2) changes a mixed number to simplest form by:

a) simplifying the fraction of the given mixed number.

b) adding the result to the given whole number wherever possible.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee changes fractions to higher terms.

ASSESSMENT: Given a set of fractions, the trainee correctly changes fractions to higher terms.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee is able to identify the lowest common denominator and is able to change fractions to equivalent fractions.

ASSESSMENT: Given fractions with unlike denominators, the trainee, finds the lowest common denominator.

Given fractions with unlike denominators, the trainee is able to change the given fractions to equivalent fractions with the lowest common denominator as their denominator.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee adds, subtracts, multiplies, and divides fractions and mixed numbers.

ASSESSMENT: Given problems involving addition, subtraction, multiplication, and division of fractions, the trainee correctly solves the problems. Instructor approval indicates successful completion.

Given word problems involving computations of fractions and mixed numbers, the trainee correctly solves the problems. Instructor approval indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee demonstrates his ability to compare fractions and distinguish between greater and smaller fractions.

ASSESSMENT: Given a set of fractions having a common denominator, the trainee identifies the fractions that are equal to the fraction having the greater numerator and common denominator as the greater fraction.

The trainee uses the symbols:

$<$ to mean "is less than".

$>$ to mean "is greater than".

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee changes a mixed number to an improper fraction.

ASSESSMENT: The trainee correctly,

a) multiplies the whole number by the denominator of the fraction. Then, adds the numerator of the fraction to this product.

b) writes this sum over the denominator of the fraction.

COMPETENCY AREA:	Basic Education: Math Skills
COMPETENCY STATEMENT:	The trainee has knowledge of fundamental arithmetic.
INDICATOR:	The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.
BENCHMARK:	The trainee identifies decimal fractions and mixed decimals.
ASSESSMENT:	Given a set of numbers, the trainee circles decimal fractions and underlines mixed decimals.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee identifies the place value of the numerals to the right of the decimal point.

ASSESSMENT: Given a set of decimal fractions, the trainee identifies the number which represents the place value for:

- tenths
- hundredths
- thousandths
- ten-thousandths
- hundred-thousandths
- millionths

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee reads numerals naming decimals.

ASSESSMENT: Given a set of decimal fractions, the trainee orally reads the numbers either:

a) reading the numeral to the right of the decimal point as a whole number and using the name that applies to the place value of the last figure.

b) or, reading in order each digit separately after calling the decimal point "point".

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee writes decimal numerals.

ASSESSMENT: Given a set of decimal numerals written as the name for the number, the trainee writes the correct numeral.

Example:

Five hundredths	.05
Point four nine two	.492
One hundred and fifty-nine thousandths	100.059

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee rounds decimals.

ASSESSMENT: Given a set of decimal numerals, the trainee rounds numbers to the nearest identified place value.

Example:

.26 correct to nearest tenth.

$3.658 correct to nearest cent.

.633 correct to nearest hundredth.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee adds, subtracts, multiplies, and divides decimal fractions.

ASSESSMENT: Given problems involving addition, subtraction, multiplication, and division of decimal fractions, the trainee correctly solves the problems. Instructor approval indicates successful completion.

Given word problems involving computations of decimal fractions, the trainee correctly solves the problems. Instructor approval indicates satisfactory completion.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee multiplies and divides whole numbers and decimals by 10, 100, and 1,000.

ASSESSMENT: Given a set of problems involving multiplication and division of whole numbers and decimals by 10,100 and 1.000, the trainee correctly completes the problems.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee identifies the meaning of percent.

ASSESSMENT:

(1) The trainee identifies the symbol for percent as %.

(2) The trainee states that a numeral shown as a percent indicates "hundredths".

(3) Given a set of written numbers, the trainee expresses the numbers as percent.

Example:

five hundredths	(5%)
3½ hundredths	(3½%)
19 out of 100	(19%)

(4) The trainee changes a percent to a decimal.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has knowledge of fundamental arithmetic.

INDICATOR: The trainee demonstrates the ability to perform computations with whole numbers, fractions and decimals.

BENCHMARK: The trainee demonstrates his ability to:

a) find a percent of a number.

b) find what percent one number is of another.

ASSESSMENT: The trainee completes problems which validate his ability to find a percent of a number by:

a) Changing the percent into a decimal, then, multipling the given number by the decimal number.

The trainee completes problems which validate his ability to find what percent one number is of another by:

a) dividing the larger number into the smaller number.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving denominate numbers which include problems of addition, subtraction, multiplication, and division.

ASSESSMENT: The trainee's responses are correct.

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving customary measures of weight.

ASSESSMENT: The trainee correctly computes problems reflecting numbers in:

- onces
- pounds
- short tons
- long tons

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving customary measures of liquid.

ASSESSMENT: The trainee correctly computes problems reflecting number in:

- ounces
- pints
- quarts
- gallons

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving customary measures of dry weight.

ASSESSMENT: The trainee correctly computes problems reflecting numbers in:

- pints
- quarts
- pecks
- bushels

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving customary measures of area.

ASSESSMENT: The trainee correctly computes problems reflecting numbers in:

- square inches
- square feet
- square yards
- square rods
- acres
- square miles

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving customary measures of volume.

ASSESSMENT: The trainee correctly computes problems reflecting numbers in:

- cubic inches
- cubic feet
- cubic yards

COMPETENCY AREA: Basic Education: Math Skills

COMPETENCY STATEMENT: The trainee has an understanding of the customary standards of measure.

INDICATOR: The trainee demonstrates an understanding of fundamental operations with denominate numbers.

BENCHMARK: The trainee computes problems involving the measure of time.

ASSESSMENT: The trainee correctly computes problems reflecting numbers in:

- seconds
- minutes
- hours
- days
- weeks
- months
- years

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